DOCUMENT RESUME

ED 057 104 TM 000 949

AUTHOR Guinet, Lynne
TITLE An Evaluation of the Intermediate Language Arts Program at Nootka Elementary School, for the 1970-71 School Year.
INSTITUTION Vancouver Board of School Trustees (British Columbia).
REPORT NO RR-71-20
PUB DATE Jul 71
NOTE 27p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Elementary School Curriculum; Elementary School Libraries; Individualized Instruction; *Language Arts; Language Skills; Program Evaluation; Reading Achievement; *Reading Improvement; *Reading Tests; *Student Attitudes; Teacher Attitudes
IDENTIFIERS British Columbia; Gates MacGinitie Reading Tests; Nootka Elementary School; *San Diego County Inventory of Reading Attitude; Vancouver

ABSTRACT

The main objective of this program was to increase pupil achievement, library use, and interest in all areas of language arts, with instructional emphasis placed on individual attention and small group work. The program appears to have had some measure of success in achieving its objectives, and the teachers, librarian, observer and principal were generally positive about the program. Although reading achievement and attitude were good for the most part, there were high percentages of poor readers and pupils with poor attitudes towards reading. Further investigation is recommended. The results of the reading tests, a breakdown of library activities by grade and number of students participating, and teacher response to the program are included. (DLG)

ED057104

RESEARCH REPORT

An Evaluation of the Intermediate Language Arts Program at Nootka Elementary School, for the 1970-71 School Year

July, 1971

Lynne Guinet

Research Report 71-20

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B. C.

TM 000 949

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED057104

AN EVALUATION OF THE INTERMEDIATE LANGUAGE ARTS PROGRAM AT NOOTKA ELEMENTARY SCHOOL, FOR THE 1970-71 SCHOOL YEAR

July, 1971

Lynne Guinet

Research Report 71-20

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B.C.

AN EVALUATION OF THE INTERMEDIATE LANGUAGE ARTS PROGRAM

AT NOOTKA ELEMENTARY SCHOOL, FOR THE

1970-71 SCHOOL YEAR

TABLE OF CONTENTS

	Page
THE PROGRAM AND ITS OBJECTIVES	1
EVALUATION	3
A. Attitude towards Reading	3
B. Results of Reading Tests	5
C. Interview with the Librarian	13
D. Questionnaire to Teachers	14
E. Observation of the Language Arts Classes	15
F. Statement from the Principal	16
APPENDIX A: Library Activities	19
APPENDIX B: Summary of Teachers' Responses to a Questionnaire	21

AN EVALUATION OF THE INTERMEDIATE LANGUAGE ARTS PROGRAM AT NOOTKA ELEMENTARY SCHOOL FOR THE 1970-71 SCHOOL YEAR

THE PROGRAM AND ITS OBJECTIVES

The Department of Planning and Evaluation was asked to evaluate an ongoing program in language arts at Nootka School which involves all students (approximately 300) in Grades 4 to 7, their eight teachers, the librarian, and the principal.

The program was developed to improve the pupils' attitudes towards language arts and to raise their level of achievement. The teachers had noticed that the students were not enjoying language arts, that their interest was low and that this poor attitude was reflected in their achievement. The staff at the school, with the help of the Intermediate Grades Coordinator and Consultants developed the present language arts program, which began in the 1969-70 school year. The program has not been static although its basic ideas and aims have remained more or less constant.

Some of the objectives of the program are:

1. To improve the teaching and learning of language arts
2. To raise the level of achievement in language arts
3. To increase individualized instruction in reading and other language skills
4. To increase the use of flexible grouping
5. To increase enjoyment of reading
6. To make reading more significant as a tool and as a leisure-time activity
7. To make more effective use of audio-visual facilities
8. To make more effective use of the services of the remedial teacher, librarian, etc.
9. To develop self-directed discipline.

Several changes have occurred in the school in an attempt to realize these objectives. Perhaps the most important change has been the increased <u>emphasis</u>

on language arts stressing an individualized approach to instruction. The timetable has been changed to provide two adjacent blocks every day for language. Each intermediate teacher has accepted responsibility for the language arts program of his class. The organization of classes has been changed to allow for flexible grouping of students according to their needs and interests. Little-used areas of the school have now been opened up as work and study areas for small groups (e.g., play rehearsals).

The school library has been expanded: there are more books, filmstrips and study spaces. The library is "open": students may go to the library when they need to, not just in assigned library periods. Classroom libraries have also been expanded to give students a greater selection of reading materials. Both students and teachers take part in the selection of books.

Other changes include the provision of games involving language and reasoning skills and the increased use of audio-visual materials, e.g., tape recorders, films. There has been a wider selection of materials, increased opportunity for small group work and individual instruction, and encouragement of both written and oral creative expression.

Further information about the objectives and features of the language arts program is given in the statement from the principal, Mr. J.M. McNamara (see page 16), and in the summary of responses to the teachers' questionnaire (see Appendix B).

The evaluation of the language arts program presents several problems. The program itself is difficult to define even though a number of changes have taken place which relate to language arts. There are no real data on achievement and attitudes in language arts before the program began. However, reading tests administered during the last few years do provide an indication of changes in achievement in reading.

The data collected for the evaluation include:

- results of San Diego County Inventory of Reading Attitude
- results of reading tests
- information on library use
- responses of teachers to a questionnaire
- observation of the program and examination of class work
- statement from the principal.

A detailed discussion of these follows.

EVALUATION

A. Attitude towards Reading

The San Diego County Inventory of Reading Attitude was given in February, 1971 to all students (N = 277) in Grades 4 to 7. The classroom teachers administered and marked the Inventory.

The Inventory of Reading Attitude consists of twenty-five "yes-no" questions. One point is given for each response that shows a positive attitude towards reading. The score is a general measure of reading attitude: a high score indicates a positive attitude; a low score indicates a negative attitude.

A stanine scale, which is a normalized distribution of nine categories, is available to aid in the interpretation of results. The scale was developed in San Diego in 1961 and may not apply to the Vancouver population at this time. Although Vancouver norms are available for Grade 5 pupils only, the San Diego norms have been used here instead because they are based on a norm group with a greater age range. Table I shows the distribution of scores by stanine categories.

TABLE I: SAN DIEGO COUNTY INVENTORY OF READING ATTITUDE - DISTRIBUTION OF SCORES BY STANINE CATEGORIES (SAN DIEGO 1961 NORMS) FOR 277 PUPILS IN GRADES 4, 5, 6 AND 7 OF NOOTKA ELEMENTARY SCHOOL, VANCOUVER, FEBRUARY, 1971.

Stanine	Raw Scores	Percent at each stanine	
		Norm Group	Nootka Group
9	25	4	0.7
8	23-24	7	4.0
7	21-22	12	5.4
6	19-20	17	6.5
5	16-18	20	21.7
4	13-15	17	24.2
3	10-12	12	18.8
2	7-9	7	10.3
1	0-6	4	7.9

The scores of students at Nootka School are <u>not</u> normally distributed over the stanine scale; that is, the percent at each stanine is not the same as in the norm group. At Nootka School there are more scores in the lower stanines and fewer scores in the higher stanines than in the norm group.

The mean (average) scores for boys and girls at each grade level are shown in Table II. All of the mean scores are in stanines 3, 4, or 5. The difference between the mean scores of boys and girls is significant ($t = 3.60$, $p < .01$). The boys have a less positive attitude towards reading than the girls.

TABLE II: SAN DIEGO COUNTY INVENTORY OF READING ATTITUDE - MEAN SCORES FOR BOYS AND GIRLS AT EACH GRADE LEVEL FOR 277 PUPILS IN GRADES 4, 5, 6 AND 7 OF NOOTKA ELEMENTARY SCHOOL, VANCOUVER, FEBRUARY, 1971.

	Grade 4	Grade 5	Grade 6	Grade 7	Total
Girls	14.8	16.2	14.3	14.4	14.9)**
Boys	15.1	12.3	11.7	12.3	12.9)
Total	15.0	14.4	12.9	13.4	13.9

** Difference between boys and girls is significant at the .01 level.

Table III shows the percent of scores below average, average, and above average for each grade and for boys and girls. In general, the attitude towards reading seems to be more positive among pupils of Grades 4 and 5 than among pupils of Grades 6 and 7. There are more scores below average than above average. This is most noticeable for the boys, where almost as many scored below average as average.

The concentration of scores in the lower half of the stanine scale, the low-average mean scores, and the high percentage of students scoring below average indicate that the pupils in the intermediate grades at Nootka School do not have a very positive attitude towards reading as measured at this time by the Inventory of Reading Attitude. Although the San Diego norms should be applied conservatively, it seems reasonable to say that, in general, the reading attitudes of pupils at Nootka School need to be improved.

TABLE III: SAN DIEGO COUNTY INVENTORY OF READING ATTITUDE - PERCENT OF SCORES BELOW AVERAGE, AVERAGE AND ABOVE AVERAGE AT EACH GRADE LEVEL AND FOR BOYS AND GIRLS IN GRADES 4, 5, 6 AND 7 OF NOOTKA ELEMENTARY SCHOOL, VANCOUVER, FEBRUARY, 1971.

	Grade 4	Grade 5	Grade 6	Grade 7	Girls	Boys	Total (N=277)
Above average (stanines 7-9)	13.6%	9.1%	9.7%	8.2%	13.1%	7.1%	10.1%
Average (stanines 4-6)	54.6%	62.1%	43.1%	50.7%	57.7%	47.2%	52.4%
Below average (stanines 1-3)	31.8%	28.8%	47.2%	41.1%	29.2%	45.7%	37.5%

B. Results of Reading Tests

The results of reading tests given to the intermediate grades in 1969, 1970, and 1971 were examined. For each test there were two measures of reading achievement: the grade equivalents of the median scores, and the percentage of "poor readers". "Poor readers" were defined as pupils scoring

two or more years below their grade placement.

The data are, unfortunately, incomplete. For some tests, important data were not available, and in some cases, median grade equivalents were used instead of grade equivalents of median raw scores. Only a limited amount of statistical analysis was done. For these reasons, the results should be interpreted conservatively.

Gates-MacGinitie Reading Tests were given to Grade 7 pupils near the end of the last three school years. The results give a picture of the reading achievement of pupils leaving Nootka School. The grade equivalent scores are shown in Table IV.

TABLE IV: GRADE EQUIVALENT SCORES ON THE GATES-MACGINITIE READING TESTS GIVEN TO GRADE 7 PUPILS AT NOOTKA SCHOOL IN APRIL, 1969, JUNE, 1970, AND MARCH, 1971.

	April 1969	June 1970	March 1971
Form of Test	E1M	E2M	E1M
Number of Pupils	59	63	71
Grade Placement	7.7	7.9	7.6
Speed & Accuracy	8.0	10.5	7.9
Vocabulary	8.3	8.6	8.3
Comprehension	8.6	9.6	8.1

(The 1970 and 1971 scores are median grade equivalents; the 1969 scores are grade equivalents corresponding to the median raw scores.)

The scores were above grade placement each year. The highest scores were in June, 1970. The median scores in March, 1971, at which time the students had been on the program for two years, were not higher than those of other years.

Table V shows the numbers and percentages of poor readers in Grade 7 each year. The percentage of poor readers does not seem to be dropping. The

1970 Grade 7 pupils seemed to be doing better than the other two groups both in median scores and in percentage of poor readers. It is quite probable that there were differences among the groups before they participated in the language arts program. The only significant changes in the past three years were on the Speed and Accuracy subtest: the proportion of poor readers was significantly[1] lower in June, 1970 than in April, 1969, or March, 1971. Near the end of this school year, there were 16 pupils (23%) who scored two or more years below their grade placement on one or more subtests. This seems, to the writer, to be a rather high percentage of pupils with reading difficulties.

TABLE V: NUMBERS AND PERCENTAGES OF POOR READERS# ON THE GATES-MACGINITIE READING TESTS IN GRADE 7 IN APRIL, 1969, JUNE, 1970, AND MARCH, 1971.

	April 1969	June 1970	March 1971
Form of Test	E1M	E2M	E1M
Number of Pupils	59	63	71
Speed & Accuracy##	13 (22%)	2 (3%)	10 (14%)
Vocabulary	10 (17%)	5 (8%)	6 (9%)
Comprehension	7 (12%)	4 (6%)	10 (14%)

\# "Poor readers" are those scoring two or more years below their grade placement.

\#\# On the Speed and Accuracy subtest there was a significant decrease from 1969 to 1970 ($p = .01$) and a significant increase from 1970 to 1971 ($p = .05$).

1. The statistical test used in this report for testing the significance of differences between numbers of poor readers was: "Significance of difference between two sample proportions" Olivetti Underwood Programma 101 - Statistical Analysis (August, 1968), pages 194-197.

Pupils in Grades 4, 5, and 7 were given reading tests at the beginning and end of the 1969-70 school year in order to assess changes in reading achievement over the first year of the program. The median grade equivalent scores on pre- and post-tests for the three grades are shown in Table VI. There was some gain in median scores for each grade. The scores for Grades 4 and 5 were lower in relation to their grade placement than those of the Grade 7's.

Table VII shows the number of poor readers in Grades 4, 5, and 7 at the beginning and end of the 1969-70 school year. For Grade 4, there were no poor readers at the beginning of the year but by the end of the year there were several pupils scoring two years below grade level on the Speed and Accuracy, and Comprehension subtests. (The changes were significant.) There was no change in the proportion of poor readers at the beginning and end of Grade 5. The Grade 7's showed a significant decrease in the number of poor readers on the Speed and Accuracy subtest. For all grades, the least number of low scores was on the vocabulary subtest.

The Grade 6 pupils were given the Gates-MacGinitie Reading Test in November, 1970, and May, 1971. Grade equivalent scores of the medians are given in Table VIII. The Technical Manual for the Gates-MacGinitie Reading Tests gives a method for calculating the significance of differences between subtest scores for the same group at different times (i.e., is the group significantly above its previous relative standing?)[2]. The gains of this group were impressive and considerably greater than the minimum differences required for significance. The median scores were below grade placement on the pre-test and above it on the post-test.

---

2. The level of significance used for interpreting differences between test scores is 15%. See Technical Manual: Gates-MacGinitie Reading Tests, New York, Teachers College Press, Teachers College, Columbia University, 1965, pages 4 & 5.

TABLE VI: MEDIAN GRADE EQUIVALENT SCORES ON THE GATES-MACGINITIE READING TESTS GIVEN AS PRE- AND POST-TESTS TO PUPILS IN GRADES 4, 5, AND 7 DURING THE 1969-70 SCHOOL YEAR.

	Grade 4		Grade 5		Grade 7	
	PRE	POST	PRE	POST	PRE	POST
Form of Test	Level D (form not specified)		Level D (form not specified)		EIM	E2M
Number of Pupils	71	75	70	69	67	63
Grade Placement	4.0	4.9	5.0	5.9	7.3	7.9
Speed & Accuracy	3.8	4.5	4.4	5.5	8.7	10.5
Vocabulary	4.4	5.8	5.1	6.3	7.7	8.6
Comprehension	4.0	5.2	4.5	5.7	8.3	9.6

TABLE VII: NUMBERS AND PERCENTAGES OF PUPILS SCORING TWO OR MORE YEARS BELOW THEIR GRADE LEVEL ON THE GATES-MACGINITIE READING TESTS GIVEN AS PRE- AND POST-TESTS TO PUPILS IN GRADES 4, 5, AND 7 DURING THE 1969-70 SCHOOL YEAR.

	Grade 4		Grade 5		Grade 7	
	PRE	POST	PRE	POST	PRE	POST
Form of Test	Level D (form not specified)		Level D (form not specified)		E1M	E2M
Number of Pupils	71	75	70	69	67	63
Speed & Accuracy	0	6 (8%)*	8 (11%)	7 (10%)	11 (17%)	2 (3%)*
Vocabulary	0	0	0	3 (4%)	5 (8%)	5 (8%)
Comprehension	0	4 (5%)*	7 (10%)	4 (6%)	8 (12%)	4 (6%)

* change is significant at .05 level.

TABLE VIII: GRADE EQUIVALENTS OF MEDIAN SCORES, GAINS IN STANDARD SCORES, AND MINIMUM SIGNIFICANT DIFFERENCES ON THE GATES-MACGINITIE READING TEST GIVEN TO GRADE 6 PUPILS AT NOOTKA SCHOOL IN NOVEMBER, 1970 AND MAY, 1971.

Form of Test Number of Pupils Grade Placement	Grade Equivalent of the Median November 1970 DIM 68 6.2	 May 1971 D2M 72 6.8	Gain in Standard Score	Minimum Significant Difference
Speed & Accuracy	5.8	9.8	7.07	1.16
Vocabulary	5.9	7.2	1.02	0.96
Comprehension	5.4	7.3	2.37	0.90

The number of poor readers was also determined for each subtest and for the total group in November and May (see Table IX). The percentage of pupils scoring two or more years below their grade placement on one or more subtests was quite high on both pre- and post-tests (25% in November, 19% in May; the difference was not significant). There was a significant decrease in the number of poor readers on the Speed and Accuracy subtest. Five of the seventeen poor readers in November had improved so that they were no longer scoring two years below grade level in May.

TABLE IX: NUMBERS AND PERCENTAGES OF POOR READERS[1] ON THE GATES-MACGINITIE READING TEST IN GRADE 6 IN NOVEMBER, 1970 AND MAY, 1971.

	November 1970	May 1971
Form of Test	D1M	D2M
Number of Pupils	68	72
Speed & Accuracy	8 (12%)	1 (1%)*
Vocabulary	5 (7%)	9 (13%)
Comprehension	15 (22%)	12 (17%)
Total Number of Poor Readers	17 (25%)	14 (19%)

* change is significant at .05 level.

1. "Poor readers" are those scoring two or more years below their grade placement.

During the last school year, reading achievement tests were given to Grades 6 and 7. On the whole, the test results were good. The Grade 6 pupils improved considerably from the beginning to the end of the year. The gain was significant. On the other hand, there was a persistently large percentage of poor readers in Grades 6 and 7.

C. Interview with the Librarian

The Librarian has worked at Nootka School for five years. Her opinions of the library and the language arts program, as given in an interview, are summarized below.

1. Role of the Library in the Language Arts Program

The library is central to the language arts program. The increased resources (books, tapes, films, etc.) are necessary for the individualized work and numerous special projects.

The librarian teaches note-taking, reference, and study skills so that the pupils can become more independent in their work.

2. Use of the Library

The use of the library has increased considerably since the start of the language arts program. Pupils in Grades 5-7 come to the library on their own. The older students use the library the most since they do more independent work. The Grade 4 pupils are given more guidance in the library. All students, even "poor readers" use the library and boys use it as much as girls do. The library is open at all times during the school day. During non-class time (e.g., before school, lunch-time), pupils generally just read or choose books. They do reference work or work on projects during any class period. Some children come to the library after they have finished their class-work because they find that it is a quiet place to read. The circulation of books and other materials has increased greatly. The non-fiction books are being used more frequently because of the amount of reference work done in the school.

3. Changes in Pupils' Reading and Attitudes

The pupils are reading more and reading better. Their attitude towards reading has improved and there are fewer children with reading problems. The librarian thinks that the language arts program has created a real interest in reading. The pupils enjoy learning library skills and their reference work is very good.

4. Other Comments

The librarian feels that the intermediate language arts program is a great improvement. She also said that reading tests and attitude inventories probably cannot assess all of the benefits of the language arts program.

For a period of one week, the librarian recorded (see Appendix A) the library activities of the language arts classes. The listing indicated

that pupils in the higher grades used the library most and it showed a wide variety of library activities, e.g., choosing books, free reading, discussion groups, projects, taping, etc.

D. Questionnaire to Teachers

The eight intermediate grade teachers at Nootka School completed a questionnaire about the language arts program in April, 1971.

One of the objectives of the program was to develop language skills such as reading, creative writing, and grammar. The pupils' language skills (spelling, grammar, reading) were rated as average by six teachers and as high by two. Five teachers said the achievement in creative work was high; the others said it was average or high-average. Seven teachers indicated that their "slower" pupils seemed to be improving.

Another objective was to increase reading enjoyment and interest in language arts. Seven teachers said that student attitude had improved and rated student achievement in language arts as high. Some teachers listed pupil enthusiasm and interest in reading as positive aspects of the language arts program.

All teachers agreed that they had to work harder on this language arts program than on others. Several commented that they had to do more planning and preparation.

The teachers were asked about the amount of individualized instruction in their classes. All teachers indicated that some of their instruction in language arts was individualized; three said that most was individualized. Seven of the teachers said they were now able to do more work with individuals. Some comments were: increased individualization, individual needs more easily met, and the longer period allows more time for individualized instruction.

Several teachers commented positively about the flexibility of the program. No one thought the program was too flexible; five said it was just right; and two thought it was not flexible enough.

Most teachers (7) thought that there was increased communication among staff members on methods, materials, problems, etc.

Six of the eight teachers mentioned positive effects of the longer language arts period. All but two said they liked teaching language arts every day.

The library resources and services were considered to be adequate by six of the teachers. Two teachers thought the library could be improved.

There were other negative comments. One teacher considered the double block to be unnecessary; another said it was too long for some pupils. Others claimed that there were not enough materials, not enough time for preparation and marking, and not enough flexibility.

In terms of achieving its objectives, the program was thought to be successful by six of the teachers.

The responses to the questionnaire are given in more detail in Appendix B.

E. Observation of the Language Arts Classes

Miss M. Nastich, Intermediate Grades Consultant for the Vancouver School Board, was asked to visit Nootka School to observe the language arts classes and examine the students' work. Her observations are summarized below.

> "In June, 1971, I visited Nootka School on two consecutive mornings and had the opportunity to see briefly most of the intermediate language arts classes. The activities were varied both in topic and in actual implementation. One class had culminated its unit on bicycle safety by presenting three interesting, original skits to other classes. One class of Grade 4 students, though initially occupied in various activities, spontaneously offered to sing songs of

their own composition. What they lacked in finesse, they made up in enthusiasm. Another group discussed the merits of their language arts program. I also had the opportunity to browse through samples of the pupils' compositions. These were of a very high standard. The greatest impact on the observer, regardless of the type of activity, was that the pupils seemed to enjoy what they were doing. This language arts program seems to be a most successful venture."

F. Statement from the Principal

Mr. J. M. McNamara, the principal of Nootka School, submitted the following statement of his views on the intermediate language arts program.

"Over the past four years the staff at Nootka School has developed a language program which is directed toward meeting the academic, personal, and social needs of the children of the area. It started in the intermediate grades as an attempt to be more flexible in language presentation, content and evaluation; and has expanded to include personal creativity, extensive use of reference materials, research studies, and reading primarily for enjoyment.

Increased numbers of hard and soft covered books at all levels, educational games, and media hardware have been secured with funds from Fun Fairs, hot dog sales, School Board grants, etc. A continuing movement toward increased small group and individualized instruction in a relatively informal atmosphere is a most important part of the program.

At first, inservice was carried out at staff meetings with the help of Coordinators and Consultants. Films on individualized reading programs also were presented for discussion. Now staff members are sharing greater interest in current literature on the many experimental language programs in Canada and elsewhere. Staff communication and exchange of ideas and materials are excellent, and cooperative teaching is increasing at all levels. Teachers' ingenuity and imagination are being stimulated by freedom of choice.

Periodic formal testing indicates that speed and accuracy are not as effective as could be expected under the more formalized approach, but other areas are showing moderate improvement. Large gains have been made in pupil attitude to reading, and oral and written creative language. Classroom libraries receive much attention, and the school library is steadily increasing in use, particularly during language and social studies blocks. The staff feels that enjoyment, a better teacher-pupil rapport resulting from more one-to-one conferencing, and a happy overall tone are steadily developing.

The use of many small areas of the school for plays, cassette recording, art-and music-related activities etc.,

> has improved self-discipline, and has made it possible to remove many adult oriented controls from the school day. Pupils who were difficult to control have 'found' areas of interest. Most intermediate and some primary classrooms (with minimal supervision) are open for pupil use at recess and noon. It is felt that the whole school program has benefited...."

SUMMARY AND CONCLUSIONS

The 1970-71 school year was the second year of the intermediate language arts program. The main objective of this program was to increase the pupils' achievement and interest in all areas of language arts. Individual instruction and small group work were emphasized.

Generally, the teachers thought the program was successful in attaining its objectives. They rated achievement and interest as good. The teachers also mentioned that they had to work harder on this program.

The librarian said library use had increased considerably. The language arts program had produced a real interest in reading and the pupils were reading more and reading better.

The independent observer thought that the pupils' compositions and class activities were very good. She said the most noticeable feature of the classes was that the pupils appeared to enjoy what they were doing.

Reading attitude of the pupils was measured with the San Diego County Inventory of Reading Attitude. The mean scores were low to average. There were more scores below average (37.5%) than above average (10.1%). The boys had a less positive attitude towards reading than the girls.

Tests of reading achievement given over the last few years indicate the average achievement is quite good. On tests given to Grade 7 over the last three years, all median scores were above grade placement. There was no apparent trend towards higher median scores and smaller numbers of poor readers. Tests given during the first year of the program showed

some gains from beginning to end of the year for all grades (Grades 4, 5, and 7). There were no poor readers at the start of Grade 4 but a considerable number in Grades 5 and 7. The Grade 6 pupils made large gains in reading achievement over the 1970-71 school year but there was a persistently large percentage of poor readers. The median grade equivalents for the Grade 7's in March, 1971 were high but there also was a large percentage (23%) of poor readers.

In conclusion, the language arts program appears to have had some measure of success in achieving its objectives. The teachers, librarian, observer, and principal were generally positive about the program. Reading achievement and attitude for the most part were good, but there were high percentages of poor readers and pupils with poor attitudes towards reading. It seems, to the writer, that the program has not been as effective as desired for some pupils. This situation should be investigated further. Perhaps there continues to be a need at Nootka School for a program such as this one.

APPENDIX A

Library Activities

The Nootka School librarian listed the following library activities during the two language arts periods daily for one week:

Monday	Grade	No. of pupils		Activity
	7	4		choosing books to sign out
	7	11		free reading in library
	7	9		S.R.A. and research
	7	2		writing a play
	6	3		diarama
	6	2		choose books to sign out
	6	8		free reading in library
	6	4	Total	vocabulary exercise
	2	2	45	choosing book to sign out
Tuesday	7	5		free reading in library
	7	5		Sports' Day Charts
	7	21		choose books to sign out
	7	8 + 1 teacher's Aide		Lang. Arts group discussion
	7	6		projects on animals
	6	15		free reading
	6	17		choose books
	6	2		music project
	6	2		diarama
	6	2		type out a play
	5	2		flag project
	5	10	Total	choose books
	2	3	99	choose books for a project
Wednesday	7	10		group discussion Language Arts
	7	6		free reading
	7	3		filmstrips on insects
	5	30		projects on electrical appliances
	5	3	Total	illustrate a story to present to kindergarten
	4	8	59	choose books

Thursday	Grade	No. of pupils		Activity
	7	1		taping original commercials
	7	2		assignment on codes
	7	2		assignment on aircraft
	7	6		individual projects on animals
	7	4		free reading
	7	7 + teacher		Language Arts group discussion
	7	1		Social Studies project
	7	1		spelling assignment
	7	2		graph assignment
	6	5	Total	make recording for puppet play
	5	2	33	free reading

Tuesday				
	7	2 groups of 9		Lang. Arts group discussion
	7	8		free reading
	7	10		choose books & return to class
	7	5		individual projects on wild animals
	7	1		social studies project
	7	2		spelling assignment
	6	3		free reading
	6	5		choose books & return to class
	6	4		pollution projects
	5	2		tape recording for puppet play
	5	3		free reading
	5	8		choose books & return to class
	4	7	Total	choose books & return to class
	4	5	81	individual projects on Hans Christian Anderson

APPENDIX B

Summary of Teachers' Responses to a Questionnaire

The responses of the eight teachers to the questionnaire given in April are summarized below.

1. Please list the main features of the intermediate language arts program at Nootka School in terms of

   (a) Objectives

   - develop language skills, e.g., writing, reading, communication, creative expression (4)
   - increase reading enjoyment, interest in language arts, love of reading (4)
   - give individualized instruction, meet needs of each individual student (4)
   - literary appreciation (2)
   - encourage pupils to think for themselves (1)

   (b) Organization

   - double period of language arts daily
   - children grouped by ability level (flexible groupings)
   - whole class, small group, and individual work
   - considerable individualized instruction
   - allows individual to progress at own rate

   (c) Materials

   All teachers mentioned a variety of materials available in the school:

   - texts and sets of supplementary books
   - S.R.A. reading materials
   - novels and other books
   - workbooks
   - audio-visual resources — films, slides, records, tape recorders, etc.
   - library resource material, reference material, many books
   - educational games, crossword puzzles

   (d) Methods

   - group work (discussion groups, project groups)
   - much individualized work
   - spelling and grammar taught as need arises (each child has his own list of spelling words)
   - free reading
   - plays, puppet shows, creative writing, oral reports, interviews, projects, etc.
   - integration with other subject areas
   - use of media

2. Student interest in language arts is
   (a) high 7
   (b) average 1
   (c) low _____

3. Student achievement in creative work (oral reports, creative writing, etc.) is
   (a) high 5 high/average 1
   (b) average 2
   (c) low _____

4. Student achievement in language skills (spelling, grammar, reading) is
   (a) high 2
   (b) average 6
   (c) low _____

5. How has your teaching of language arts changed?

   - requires more preparation and planning
   - more flexible, less structured
   - increased individualization
   - more enjoyable
   - changes in philosophy
   - increased variety of activities

6. How much of your instruction in language arts is individualized?
   (a) most 3
   (b) some 5
   (c) a little _____
   (d) none _____

7. Do you have to work harder on this language arts program than on others?
   (a) yes 8
   (b) no _____
   (c) no opinion _____

8. Are the library resources and services adequate?
   (a) yes 6
   (b) no 2
   (c) no opinion _____

9. Has there been any change in the amount of communication between teachers on methods, materials, problems, etc.?
   (a) increased communication 7
   (b) decreased communication _____
   (c) no change 1

10. Are you able to work with individuals more on this program than on others (e.g., in planning work, helping with problems, etc.)?
   (a) more work with individuals 7
   (b) about the same 1
   (c) less work with individuals _____

11. Your workload for the language arts program is
    (a) heavy 8
    (b) average _____
    (c) light _____

12. What effect does the time-table with two language blocks together have on the language arts program?

    Six teachers mentioned positive effects of the longer language arts periods such as:

    - time for group work and individual instruction
    - time to complete projects, plays, discussions, etc.
    - allows pupils to move freely from room to room
    - library can be used as a resource center by all classes.

    One teacher felt that the double block for language arts was unnecessary, and another said that 80 minutes was too long for some pupils.

13. Do you like teaching language arts every day?
    (a) yes 6
    (b) no 2
    (c) no opinion _____

14. Do poor students seem to improve in the language arts program?
    (a) yes 7
    (b) no _____
    (c) don't know 1

15. How flexible is the language arts program?
    (a) too flexible _____ no comment 1
    (b) just right 5
    (c) not flexible enough 2

16. Do you think student attitude toward language arts has improved?
    (a) yes 7
    (b) no _____
    (c) no opinion 1

17. Please list any other positive and negative aspects of the intermediate language arts program.

    (a) Positive aspects

    - pupil enthusiasm and interest in reading
    - individual needs more easily met
    - flexibility
    - "In a class survey 90% prefer the new approach..."

    (b) Negative aspects

    - not enough supplementary books
    - too much emphasis on reading
    - classes too large
    - not enough time for preparation and marking
    - not enough across-grade groupings

18. Please comment on the success of the language arts program in achieving its objectives.

Five teachers said the language arts program was quite successful in achieving its objectives. One said progress was satisfactory for most students. Two did not comment.

19. How could the language arts program be improved?

- more materials, supplementary books, etc.
- more time for planning and evaluation
- improve library
- better grouping of children (by ability, across grades)
- experimentation, team teaching
- more freedom to correlate subject material of other subjects with language arts.